

EUREKA!

HOW TO STRIKE GOLD IN YOUR LESSONS

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AGENDA

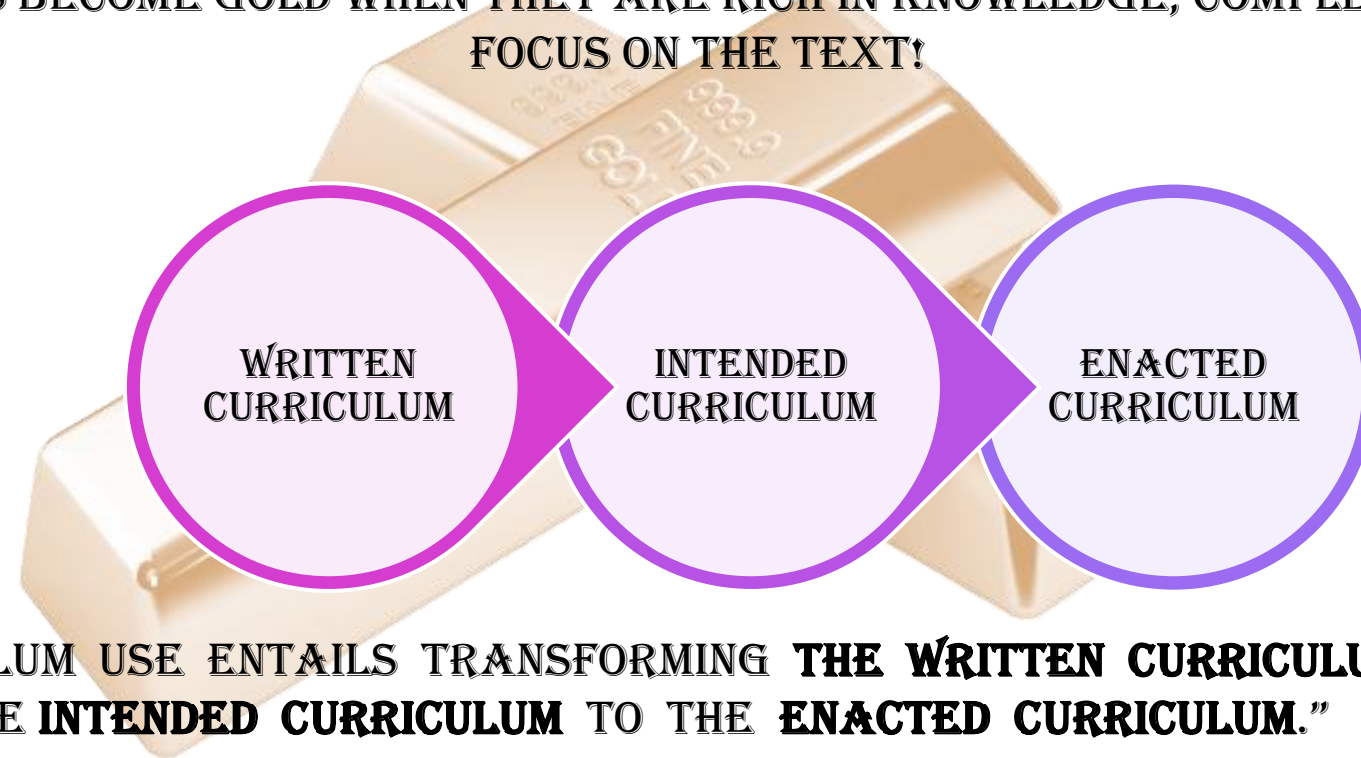
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- ❖ WELCOME AND INTRODUCTIONS
 - ❖ **SCHOOLS/DISTRICTS/PARTICIPANTS**
 - ❖ CURRICULA REALIZED
 - ❖ **WHAT**
 - ❖ **HOW**
 - ❖ **WHO**
 - ❖ **WHEN**
 - ❖ **WHY**
 - ❖ UNDERSTANDING TEXT COMPLEXITY
 - ❖ **CURRICULUM SHIFT**
 - ❖ **PACING/TIMELINES**
 - ❖ PREPARING FOR TEACHING – PLANNING VS. PREPARATION
 - ❖ **“ENDING” MODEL**
 - ❖ SAMPLE CURRICULUM SHIFTS
 - ❖ **ELA MENTAL SHIFTS**
 - ❖ **MATH MENTAL SHIFTS**

INTRODUCE YOURSELF

- ❖ CAN YOU BRIEFLY DESCRIBE WHO YOU ARE AND WHAT YOU DO IN YOUR DISTRICT.
- ❖ USE THREE WORDS TO DESCRIBE YOURSELF.
- ❖ REMEMBER THE THREE WORDS AS WE WILL USE THEM LATER.

CURRICULA REALIZED: WHAT ARE WE DOING?

LESSONS BECOME GOLD WHEN THEY ARE RICH IN KNOWLEDGE, COMPLEXITY AND FOCUS ON THE TEXT!



“CURRICULUM USE ENTAILS TRANSFORMING THE WRITTEN CURRICULUM TO THE INTENDED CURRICULUM TO THE ENACTED CURRICULUM.”

STEIN ET AL., 2007

CURRICULA REALIZED: HOW ARE WE DOING IT?

SURVEY STUDENTS IN REAL-TIME
THROUGHOUT THE SCHOOL YEAR;
OBSERVE AND COMPARE WITH
STUDENT DATA AND ACADEMIC
OUTCOMES

WORK WITH DIVERSE DISTRICTS;
FOLLOW TEACHERS AND
STUDENTS; MAKE ADDITIONAL
OBSERVATIONS.

IDENTIFY AND DEFINE CONCRETE
POLICIES AND PRACTICES FOR
THE CLASSROOMS IN THE
DISTRICT.

Understand student's
academic experiences



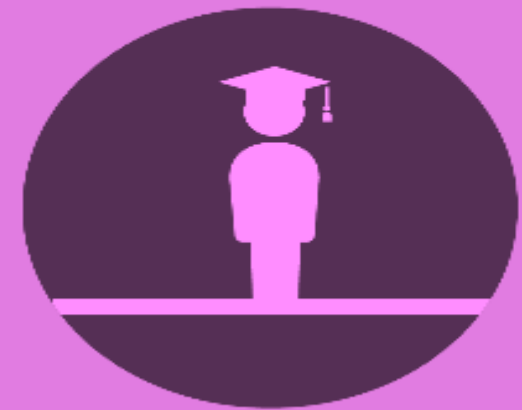
RESEARCH

in schools
nationwide



SCOPE

to advance
student learning.



RECOMMENDATIONS

SURVEY STUDENTS: ASK: WHO DO I WANT TO BE?

"I want to be
a Professor."

-David

"I want to be
a Teacher."

-Michelle

"I want to be
a Nurse."

-Alice

"I want to be
a Police
Officer."

-Michael

"I want to
be a
Doctor."

-
Semaj

OBSERVE SCHOOLS: WHEN ARE THE STANDARDS OF EXCELLENCE EVIDENT?




ARE STUDENTS GETTING CONSISTENT **GRADE-APPROPRIATE** MATERIALS?



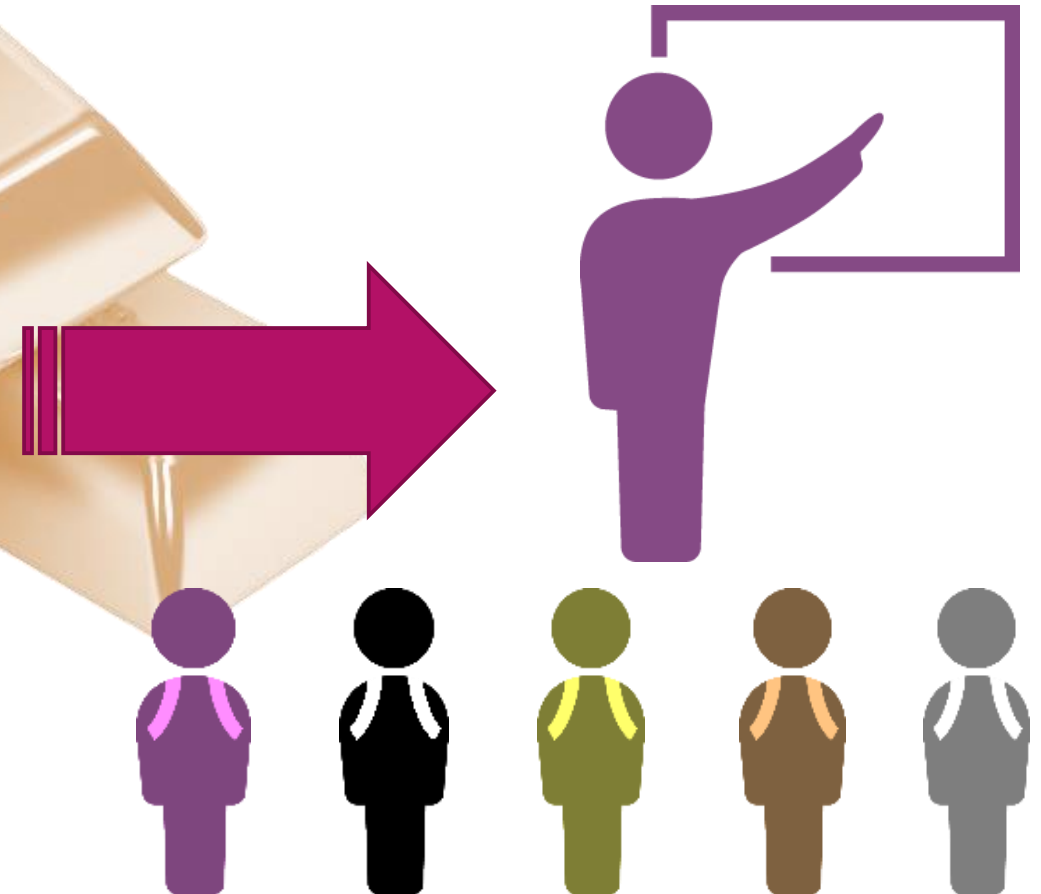
ARE THERE **STRONG INSTRUCTIONAL PRACTICES**?



IS THERE A **DEEP ENGAGEMENT** INTO THE LEARNING?



DO TEACHERS HOLD **HIGH EXPECTATIONS** FOR LEARNING?



WHY DOES CURRICULUM MATTER?

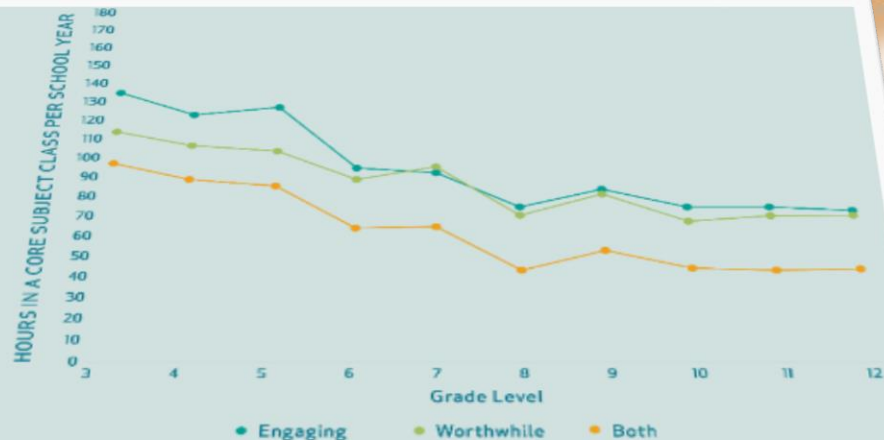
LET'S THINK ABOUT IT...

TEACHER
EXPECTATION
SHAPE THE
PRESENTATION
OF THE
CURRICULUM

STUDENT
ENGAGEMENT
IS SHAPED BY
CURRICULUM



LEARNING IS
SUPPORTED BY
THE CURRICULUM



7.3
months

more months of
academic progress
when they had access
to **BETTER ASSIGNMENTS.**

6.1
months

more months of
academic progress
when they had access
to **STRONGER INSTRUCTION.**

0.9
months

more months of
academic progress
when they
reported being
MORE ENGAGED IN CLASS.

7.9
months

more months of
academic progress
when their teachers
had **HIGHER EXPECTATIONS.**

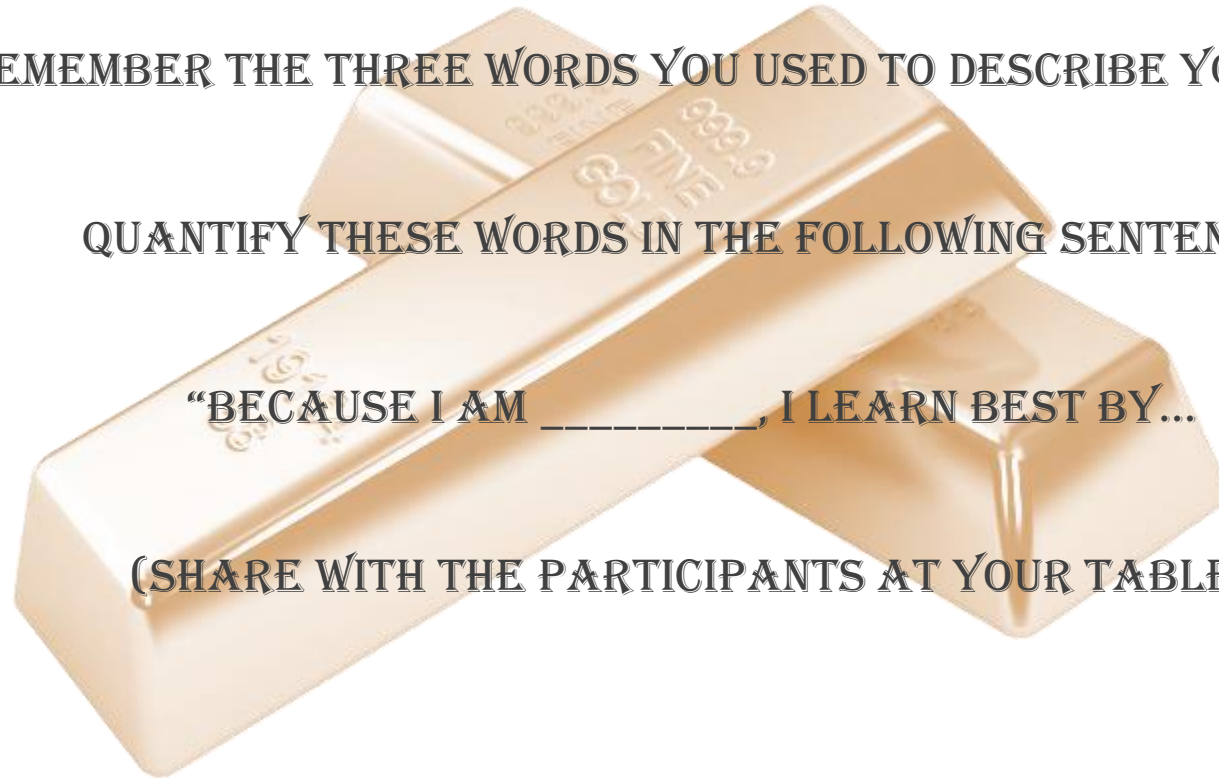
NOW, LET'S GO BACK TO YOU...

REMEMBER THE THREE WORDS YOU USED TO DESCRIBE YOURSELF.

QUANTIFY THESE WORDS IN THE FOLLOWING SENTENCE:

"BECAUSE I AM _____, I LEARN BEST BY..."

(SHARE WITH THE PARTICIPANTS AT YOUR TABLE)



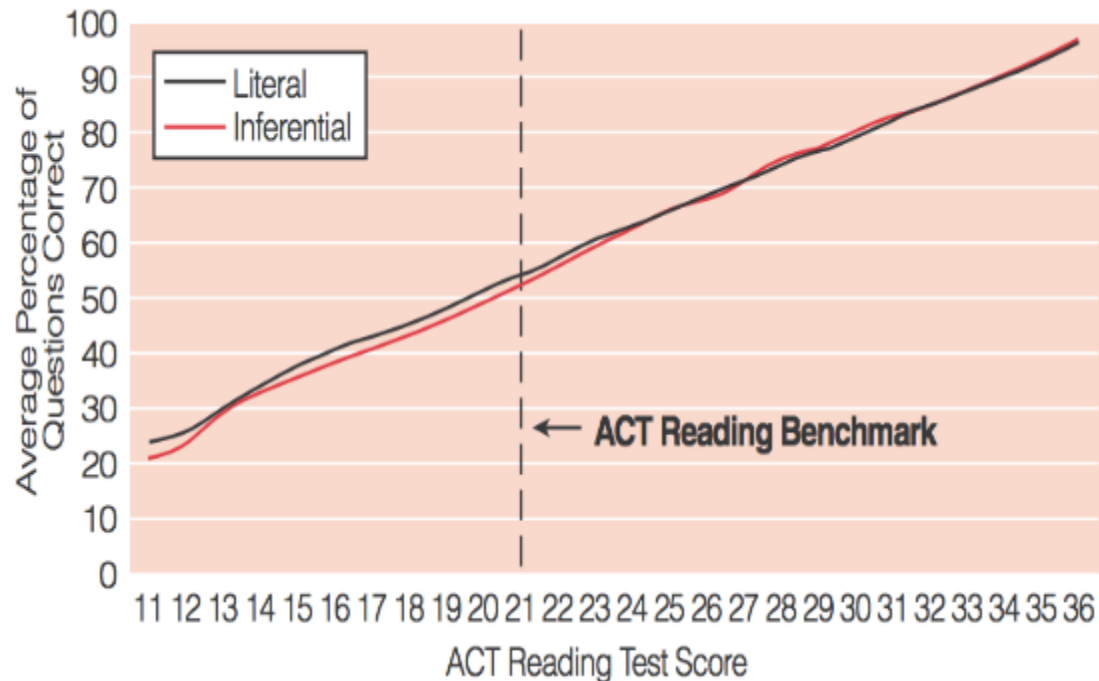
THIS IS HOW LEARNING TAKES PLACE...

STRATEGIES:

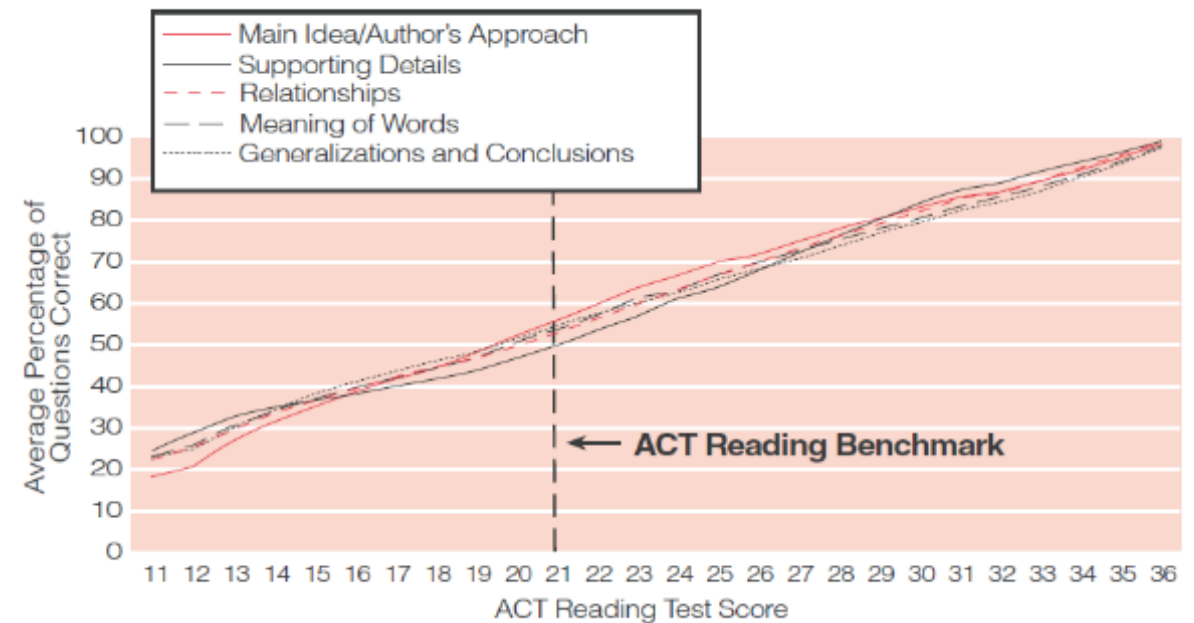
- ▶ STUDENTS IDENTIFY WITH WHO THEY ARE AND THEIR LEARNING ROWS FROM THIS.
- ▶ EDUCATION IS NO LONGER VIEWED AS A PRIVILEGE; BUT MORE OF A RIGHT TO GROW AND HAVE OPTIONS!
- ▶ SUCCESSFUL EDUCATORS FIND THAT TO MEET THIS END, THEY MUST COMMIT TO THE FOLLOWING:
 - ▶ SHIFTING TEXT COMPLEXITY
 - ▶ BUILDING KNOWLEDGE
 - ▶ FOCUSING ON TEXT MATERIALS
- ▶ 1. ASK STUDENTS DIRECTLY ABOUT THEIR GOALS AND SCHOOL EXPERIENCES.
 - ▶ LIKERT-SCALE INTEREST INVENTORY
- ▶ MAKE ACCESS TO GRADE APPROPRIATE LEARNING PRIORITY.
 - ▶ INCREASE TEXT COMPLEXITY AND SHIFT MATERIALS TO SUPPORT LEVELED LEARNING
- ▶ GIVE ALL STUDENTS CHALLENGING MATERIAL TO DEEPLY ENGAGE WITH.
 - ▶ THE MATERIALS SHOULD MAKE REAL-WORLD CONNECTIONS.
- ▶ SET THE HIGH EXPECTATIONS AND MODEL THEM.
 - ▶ INSPECT WHAT YOU EXPECT AND REFLECT ON YOUR PRACTICE.

TEXT COMPLEXITY: WHAT ARE THE EXPECTATIONS?

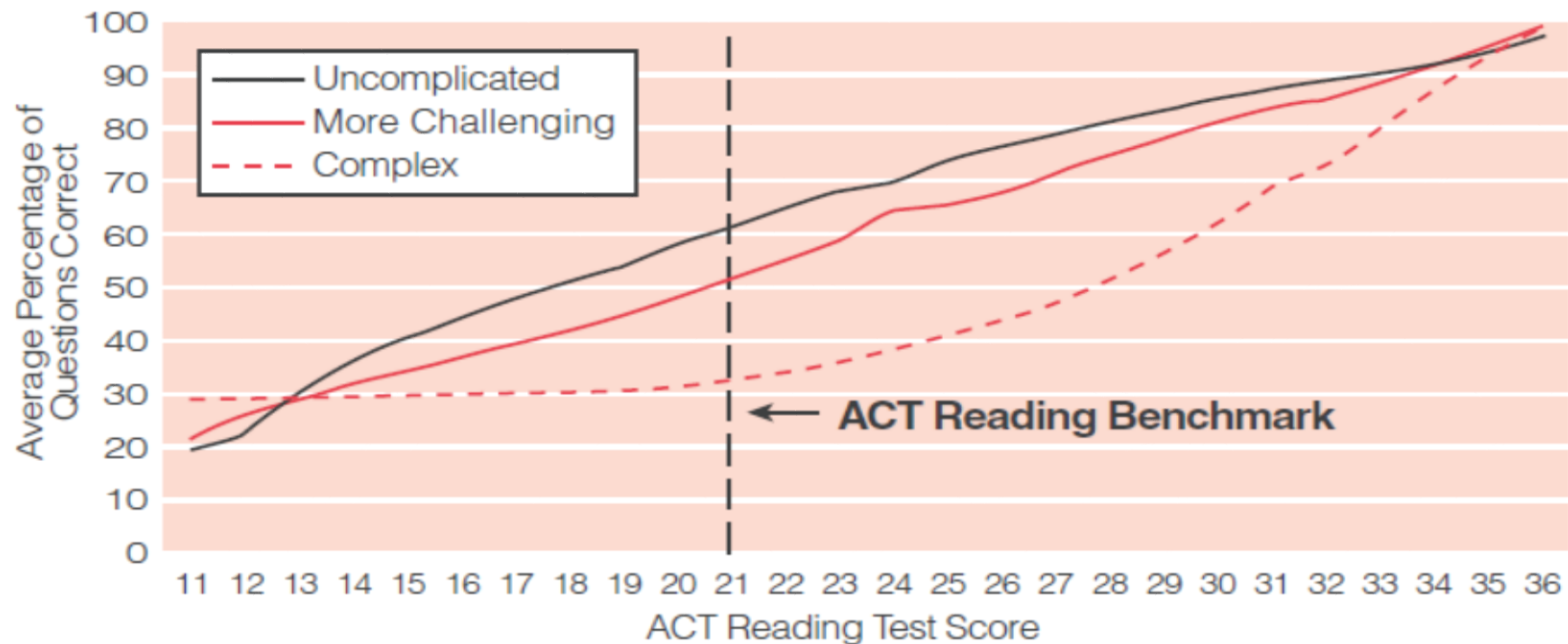
Performance on the ACT Reading Test by Textual Element



Performance on the ACT Reading Test by Textual Element

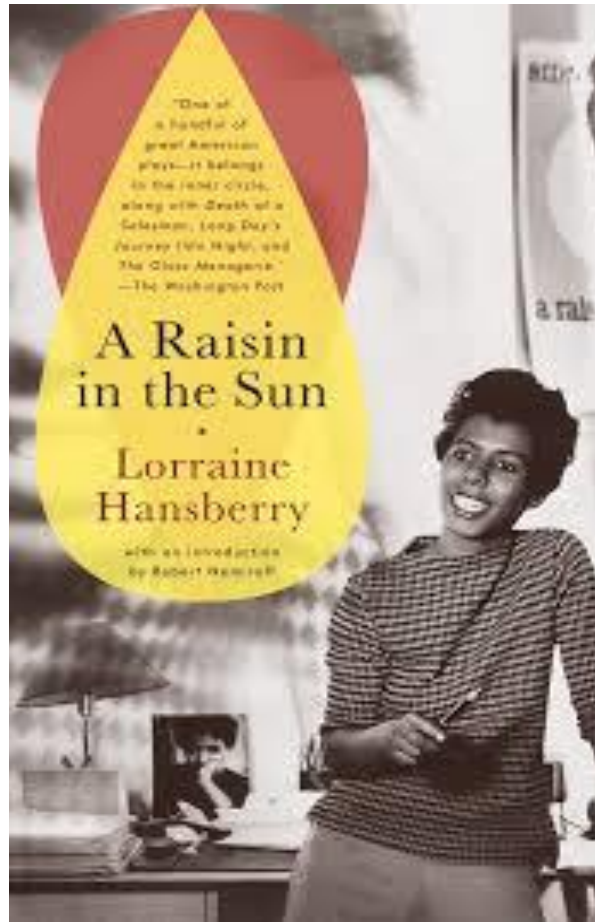


TEXT COMPLEXITY: WHAT DOES THE BENCHMARK LOOK LIKE NOW?



*Figure 12: Performance on the ACT Reading Test by Degree of Text Complexity
(Averaged across Seven Forms)*

KNOWLEDGE: HOW MUCH DO STUDENTS KNOW?



**ARE STUDENTS ABLE TO CONNECT
THE DOTS OF LEARNING THROUGH
MASTERY OF THEIR KNOWLEDGE OF
THE TEXT AND THEIR
UNDERSTANDING OF THEIR
REALITY?...**

CHICAGO BLACK RENAISSANCE LITERARY MOVEMENT

LORRAINE HANSBERRY HOUSE
6140 S. RHODES AVENUE
BUILT: 1909
ARCHITECT: ALBERT G. FERREE
PERIOD OF SIGNIFICANCE: 1937-1940

For its associations with the "Chicago Black Renaissance" literary movement and iconic 20th century African-American playwright Lorraine Hansberry (1930-1965), the Lorraine Hansberry House at 6140 S. Rhodes Avenue possesses exceptional historic and cultural significance. Lorraine Hansberry's groundbreaking play, *A Raisin in the Sun*, was the first drama by an African American woman to be produced on Broadway. It grappled with themes of the Chicago Black Renaissance literary movement and drew directly from Hansberry's own childhood experiences in Chicago.

A Raisin in the Sun closely echoes the trauma that Hansberry's own family endured after her father, Carl Hansberry, purchased a brick apartment building at 6140 S. Rhodes Avenue that was subject to a racially-discriminatory housing covenant. A three-year-long-legal battle over the property, challenging the enforceability of restrictive covenants that effectively sanctioned discrimination in Chicago's segregated neighborhoods, culminated in 1940 with a United States Supreme Court decision and was a locally important victory in the effort to outlaw racially-discriminatory covenants in housing.

Hansberry's pioneering dramas forced the American stage to a new level of excellence and honesty. Her strident commitment to gaining justice for people of African descent, shaped by her family's direct efforts to combat institutional racism and segregation, marked the final phase of the vibrant literary movement known as the Chicago Black Renaissance. Born of diverse creative and intellectual forces in Chicago's African-American community from the 1930s through the 1950s, the Chicago Black Renaissance also yielded such acclaimed writers as Richard Wright (1908-1960) and Gwendolyn Brooks (1917-2000), as well as pioneering cultural institutions like the George Cleveland Hall Branch Library. (The homes of Richard Wright and Gwendolyn Brooks, and the George Cleveland Hall Branch Library were recommended for designation as Chicago Landmarks by the Commission on Chicago Landmarks in November 2009.)

TEXT-FOCUSED: THE EVIDENCE THAT PROVES LEARNING

...APPARENTLY NOT!

TODAY, STUDENTS ARE EXPECTED TO SHOW A COMMAND OF TEXTUAL DETAILS EVIDENCE IN ARGUMENTATIVE AND INFORMATIONAL WRITING. TO DO SO, THE SHIFT HAS TO BE MEANINGFUL AND SCAFFOLDED TO IMPROVE STUDENT MASTERY ON INFORMATION BEYOND BASIC LEVELS.

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition*. Iowa City, IA: ACT, Inc.

SET THE TIME CLOCK

MODEL OF EFFECTIVE LITERACY INSTRUCTION

CURRICULUM MAP: ANNUAL CURRICULUM MODULES

GRADE	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
9	A WRINKLE IN TIME	A RAISIN IN THE SUN	TO KILL A MOCKINGBIRD	UNBROKEN
10	JOY LUCK CLUB	THINGS FALL APART	JULIUS CAESAR	SNOW FALLING ON CEDARS
11	A DIFFERENT MIRROR: A HISTORY OF MULTICULTURAL AMERICA	THEIR EYES WERE WATCHING GOD	PURPLE HIBISCUS	THE THINGS THEY CARRIED
12	THE IMMORTAL LIFE OF HENRIETTA LACKS	1984	HAMLET	SIDDHARTHA

SET THE TIME CLOCK

MODEL OF EFFECTIVE LITERACY INSTRUCTION

CURRICULUM MAP: DAILY INSTRUCTIONAL PRACTICES*

WORD STUDY
10%
6-10 MINUTES

MODELED &
GUIDED

❖ TEACH, STUDY AND APPLY GRAMMAR
CONCEPTS.

WHOLE GROUP
30%
18-20 MINUTES

- ❖ READ ALOUD W/ FOCUS STRATEGY.
- ❖ FOCUS THE LESSON.
- ❖ TEACHER FACILITATED RESPONSE TO TEXT.

SMALL GROUP &
INDEPENDENT PRACTICES
55%
33 -40 MINUTES

GUIDED &
COLLABORATIVE

ASSESSMENT

- ❖ STRATEGY GROUP
- ❖ LITERACY CIRCLES
- ❖ STUDENT-LED RESPONSE TO TEXT
- ❖ INDEPENDENT ANALYSIS AND RESPONSE

WHOLE GROUP WRAP-UP
5%
3-5 MINUTES

- ❖ GROUP SHARE
- ❖ CHECK FOR UNDERSTANDING
- ❖ NEXT STEP- RE-TEACH AND ENRICHMENT

*MODEL IS BASED UPON A 60-75 MINUTE INSTRUCTIONAL BLOCK

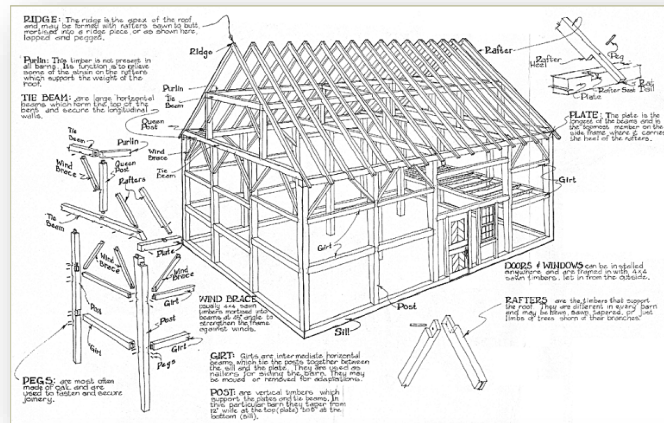
WHY, THEN IS PLANNING AND PREPARATION IMPORTANT?

IMAGINE I ASKED YOU TO **PLAN** A TRIP FOR ME AND MY FAMILY TO DISNEY WORLD. WHAT WOULD YOU NEED TO DO TO BE SUCCESSFUL WITH THIS TASK?

NOW IMAGINE, I ASKED YOU TO HELP ME **PREPARE** FOR A TRIP TO DISNEY WORLD WITH MY FAMILY. WHAT WOULD YOU NEED TO DO TO BE SUCCESSFUL WITH THIS TASK?



PLANNING AND PREPARATION HELPS...



MAKING EVERY DECISION
VS.
MAKING THOUGHTFUL DECISIONS



DECIDING "WHAT" TO TEACH
VS.
DECIDING "HOW BEST" TO TEACH



PLANNING AND PREPARATION IS EFFECTIVE BECAUSE:

UNDERSTANDING THE PLAN

20%

- ❖ **REVIEW** THE MODULE MATERIALS.
- ❖ **ANALYZE** THE ESSENTIAL QUESTIONS AND ENDURING UNDERSTANDING TO GET A SENSE OF THE ANCHOR TEXT'S BIG IDEAS AND THE MODULE'S CENTRAL TOPICS.
- ❖ **ORIENT** YOURSELF TO THE MODULE MATERIALS, SECONDARY TEXTS, HYPERLINKS, AND TEACHER'S NOTES.
- ❖ **EXAMINE** THE PACING GUIDE TO UNDERSTAND HOW THE READING AND THE SUBSEQUENT TASKS WILL UNFOLD AS WELL AS THE EMBEDDED FOCUS QUESTIONS.
- ❖ **PLAN** ADDITIONAL SUPPORTS OR SCAFFOLDS FOR YOUR PARTICULAR STUDENTS.

PREPARING

80%

- ❖ **READING** THE TEXTS AND THE MATERIALS FOR THEIR BIG IDEAS AND COMPLEXITY.
- ❖ **THINK THROUGH** POTENTIAL MISUNDERSTANDING AND
- ❖ **RECONFIGURE** YOUR PACING CALENDAR TO ACCOUNT FOR ANY DAYS SPENT ON ADDITIONAL SECONDARY TEXTS OR TASKS.
- ❖ **REHEARSE AND PRACTICE** DELIVERING THE LESSON.

PLANNING AND PREPARATION WORKS BECAUSE:

THINK OF QUESTIONING AS YOUR WAY OF LEAVING A BREADCRUMB TRAIL FOR YOUR STUDENTS TO FOLLOW, WITH THE END BEING THEIR DEEPER UNDERSTANDING OF THE TEXT AND ITS BIG IDEAS.

ASK YOURSELF:

- ▶ WHAT THINKING/DISCUSSING DO STUDENTS NEED TO DO TO ARRIVE AT THE BIG IDEAS?
- ▶ WHAT HAPPENS IN THE CHUNK OF TEXT I'M TEACHING TODAY THAT ARE BREAD CRUMBS TOWARD THE BIG IDEAS?
- ▶ WHAT DO STUDENTS NEED TO NOTICE OVER THE COURSE OF THE TEXT?
- ▶ WHAT COMPLEXITY DOES THIS CHUNK OF TEXT PRESENT?





THANK YOU: NOW LET'S LOOK AT SAMPLES

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